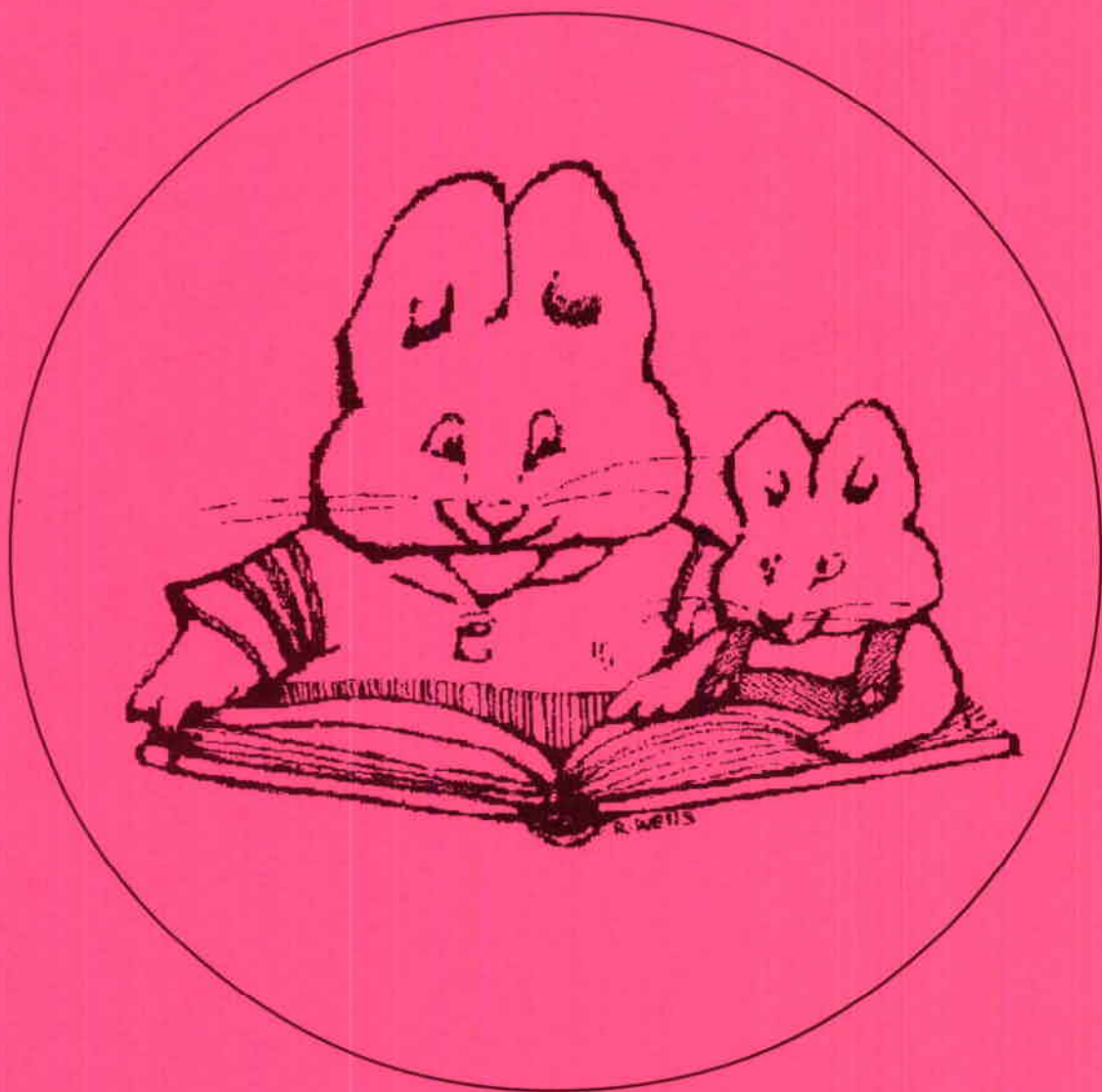


Wisconsin ♥ Child ♥ Care ♥ Information ♥ Center

Newsletter

Issue 35, Fall 1998



Family Literacy

NEW Audiovisual Update Available Now!

Five Points on Reading from Rosemary Wells

- Children who read succeed. The most significant part of a child's mental growth between the ages of three and seven is the ability to imagine. Books boost imagination. Our popular television culture degrades imagination.
- TV and video are now our national babysitters. But a young child's growing mind needs active play and live conversation. Television puts a child into what neurologists call the passive Alpha State. A child cannot learn from screens because programs are meant to sell products not to teach.
- Much like the first news about tobacco and cholesterol, early studies now link overdoses of TV, video games, and pop music with learning disabilities, attention deficiency, speech defects, and aggressive behavior.
- Screen watching makes a child a follower and a consumer. Books exist because of the power of human ideas. Readers are leaders and producers.
- After a tiring day, nothing is more restful than reading with a child on your lap. Reading aloud offers a world of privacy, dignity, and love to both of you.

From a speech by noted author/illustrator Rosemary Wells for use with the "Read to Your Bunny" library outreach campaign. Prepared by the Texas Library Association Children's Round Table and the Texas State Library and Archives Commission.

Table of Contents

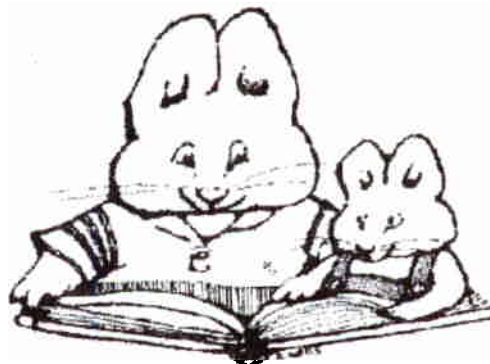
Editorial	4
News	6
New AV Update	9
Articles to Keep	10
Books to Borrow	18
Audiovisual Materials to Borrow	21
Ideas	23

The Wisconsin Child Care Information Center
is funded by the
Office of Child Care
Division of Economic Support
Wisconsin Department of Workforce Development
and is located in the
Department of Public Instruction
Reference and Loan Library

READ TO “YOUR BUNNY” NOW!

Why read aloud?

- It's fun and enjoyable for everyone... it helps create a special bond.
- Children learn to read as they listen and look at books.



Where to start?

- Start at the library. Your library has it all! Books...Recordings...Videos.
- No matter what your reading interest, ask at the library.
- Share books you like.

How to read aloud?

- Let your voice get soft and loud. Change the pace of your reading...slow or fast.
- Turn off the television, radio, or stereo.
- Let your child have fun with the book. Encourage the child to point out pictures, ask questions, or repeat words.

And remember, spending just 20 minutes a day reading to “your bunny” puts your child a hop ahead when it is time for school!

Adapted with permission from a brochure produced by the American Library Association.
Prepared by the Texas Library Association Children's Round Table and the Texas State Library and Archives Commission.



Dinky-Danks and Sunday Funnies



"Once upon a time, there was a boy about your age..." That was how a dinky-dank always started. They were the bedtime stories my father told my brothers and I when we were little. Real stories about my father and his siblings, who grew up on a homestead in Minnesota along with their immigrant farm family neighbors, they always tickled my dad as much as us. Sometimes he told about something dangerous that he had done, like tying a brick to a cow's tail to keep it from switching while he milked her; that's how he got the scar on his cheek. Other times he told a story without any particular point other than sharing an insight with us, such as "the story that never ends"; how a seed- becomes-a-plant- creates-a-blossom-creates-a-seed, forever and ever, ad infinitum. Bedtime became a time of bonding and "rememberizing" family.

The dinky-danks actually started as a comic strip that was read aloud. The children in the cartoons always got up to mischief. But our need for episodes outnumbered the ones available, so my mom began the storytelling that eventually was taken over by dad and often accompanied by a back or leg massage. Sunday comic strips were called the Funny Papers at our house. After Sunday dinner, they were always read in my parents' bed, where two or three kids would join my dad for a nap. But first we read the "funnies" together, pointing to the pictures and sometimes having the irony of the story explained to us.

There were numerous other family reading times, but it got trickier for my parents as we got older. Mom would read to us at the breakfast table, a "Chapter-a-Day" book, often getting so involved in the story that her voice would catch as she read the particularly moving parts. Once when I was sick in bed, my mother came back from the library with *The Little House in the Big Woods*. She spent the afternoon reading to just me, which was in itself a luxury. I not only finished the book on my own but I learned to love all the books by Laura Ingalls Wilder.

Reading was not just a family habit. In the kid-infested neighborhood that we lived in, one

house had a box of comic books that was kept replenished and on the front porch. On a rainy day or a hot summer afternoon, the couch on the porch would inevitably be full of quietly reading youngsters who had dropped in for a "good read."

My mother-in-law came from a sibling flock of eleven. Needless to say, they had many chores; one of them was the unpopular task of scrubbing the kitchen. They discovered, however, that the work went painlessly if they were entertained in the process. Because my mother-in-law was such a good yarn-spinner, she was relieved of scrubbing duty by the others. Instead, she sat on the kitchen counter and regaled them all with stories and jokes that made the work time pass swiftly.

We like being told stories, which probably explains the enormous popularity of television. But we need to make the leap from storytelling and verbal language to the written word. Children need to learn that they can be both entertained and acquire knowledge through words, spoken and written. As babies struggle to become independent, we help them. We hold them up so that they can walk; we cut small bites of simple, healthful foods so that they learn to feed themselves; and we make sure they have consistent times to eat, sleep and have active play. Mental nourishment, rest and stimulation are as important for a child's growth as physical maintenance. Children need just as much support to gain independence in language and literacy as in attaining physical milestones.

One wise mother made a point of reading all the books her sons read so that they could talk and laugh about the characters and plots together. Just as she knew what they ate for meals and snacks, she wanted to know what their minds were consuming. In fact, if we think of reading as feeding the mind, we can see literacy from a perspective that makes a lot of sense. Everything that is read makes a contribution to our "diet"; "snack" reading has "calories," too! Making reading appetizing and available when

children are “hungry” is essential. They will learn to make good and regular reading choices and participate in “cooking up” their own literary creations.

Reading, writing, storytelling, singing, or even telling jokes are all a part of literacy, inviting one’s whole involvement in the sound, the look, and the emotion of language. Listen to

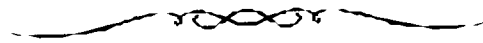
the literacy growing in the children around you and record it, build on it, and help it emerge. Share what you hear and see with parents so that they may build memories with words, too. Let me share a few early language creations by some very young children I once knew...

-Lita Kate Haddal, editor

A Poem

“Snow, snow, snow-
Are you falling down?
Yes, yes, yes.”

- Mie, age 2, as she watched snowflakes drift by outside the window.



New Words

“the banger”: hammer
“the writer”: pencil
“housetruck”: camper

- Chad Christian, age 2, when he needed a word to fit his meaning.

A Joke

“Knock-Knock”
“Who’s There?”
“Knock-Knock”
“Who’s There?”
(pause)
“Doyng!”

- Paal, age 3, after hearing the laughter that accompanied the jokes told by his older siblings, but not yet realizing jokes need punchlines.

A Story: The Beautiful Lady

Once there was a beautiful lady who lived in Winona. Everybody called her the beautiful lady because she was so beautiful. She wished she had a baby. She wished and she wished. Then one day she remembered she wasn’t married. So she got married. And she had a baby girl. When she grew up, she was beautiful and everyone called her the beautiful lady. The End.

- Lita, age 7. Illustrated, mimeographed, and sold for ten cents a copy to neighbors and teachers.





News!



Mobilizing Partners

by Jane Penner-Hoppe

The Mobilizing Partners for Inclusive Child Care Project is a three-year federal demonstration program under the auspices of the Wisconsin Child Care Improvement Project. The project has six overall goals:

1. To build new and reinforce existing collaborative relationships at the state and local levels which promote the use of quality, inclusive child care.
2. To increase awareness of the need for inclusive child care at the state and local levels.
3. To increase new resources for inclusive child care.
4. To increase the number of children with disabilities in child care.
5. To provide better support and training for parents looking for child care.
6. To increase the capacity of providers to care for children with disabilities.

Five Resource & Referral agencies serving Marathon, Waushara, Sauk, Milwaukee, and Racine counties are involved in promoting inclusive child care activities through this grant. The local areas have recently received money for implementing their specific plans. Waushara County will not begin activities until this fall. Preliminary plans are for Milwaukee to develop a train-the-trainer curriculum for inclusive child care through a contract with United Cerebral Palsy. In Racine, child care providers have been offered the opportunity to receive inclusive child care training through the local technical college. In Wausau, a respite care program for families with special needs children is being developed. As the program develops, plans are to share information and best practices statewide. For more information, contact the project coordinator, Jane Penner-Hoppe, (608) 294-8787, or your local R & R agency, (888) 713-5437.

Wisconsin Shares

Two statewide education campaigns have been launched to help working parents with limited incomes make good decisions about child care.

The first campaign, "Wisconsin Shares - Child Care Help When It Counts," alerts families to child care subsidies now available for those who are finding it hard to pay for quality child care. Families whose gross income does not exceed 165% of the poverty line (\$22,524 for a family of three) qualify for a child care subsidy so that they pay a portion of their child care costs based on family size, income, and the number of children in subsidized care. There are also non-financial eligibility standards. Parents must be working, attending high school (if under the age of 20), or actively seeking work. Families are also eligible based on specific circumstances, and W-2 is not a condition of receiving subsidies.

The second public service campaign offers advice on selecting quality child care, including step-by-step guidelines on what to look for in a quality child care setting. The result is an update of the Child Care Checklist and other familiar brochures, Choosing Child Day Care, Consumer's Guide to Child Care, and Your Day Care —Is It Legal? A new and trendier look accompanies the new titles, Your Guide to Choosing Child Care, Your Guide to Legal Child Care, and Your Guide to Licensed Child Care.

Both campaigns use radio messages and posters as well. Don't be surprised to see or hear a public service announcement about "accenting" child care; the message of choosing quality child care is delivered in some of the many languages spoken by Wisconsin parents. A new statewide toll-free number has been established that automatically directs calls to the Resource & Referral agency serving the area of the caller,

(888) 713-KIDS (5437). To apply for a child care subsidy, families should contact their JOB Center, W-2 agency, or tribal agency. If you don't have this information, call CCIC (800) 362-7353, or the Office of Child Care, (608) 266-6946.

Library Outreach to Daycare Sites **by Judy Ecker**

The DeForest Public Library began a service to child care providers in 1997. An outreach librarian visits 27 child care centers in the DeForest area every three weeks. She provides a story hour with fingerplays, songs, and craft activities and leaves deposit collections of books and toys with the child care provider to use with the children. The craft activity is called a "Maker" and is based on either nursery rhymes or classic children's literature. The child care provider can either do the activities with the children or send them home so that parents will be involved in their children's learning. The books, songs, and activities are all chosen with an eye to the Early Childhood curriculum from the school district so that reading readiness and learning skills are introduced early for all children.

The library also sponsors inservice opportunities for providers such as CPR, first aid, nutrition, and child development overviews. The local social worker, school specialist, and other agency staff concerned with children are invited to meet the child care providers so that a network of concerned people is established and referral for problems is effective and efficient.

The DeForest Public library in its capacity as an Even Start Family Literacy project also provides adult literacy and parenting training. Assessment and literacy tutors are available to parents needing assistance with basic literacy. The library's collection of parenting materials is very diverse and has a high percentage of videos. As different needs arise, such as more children in child care with the advent of W2, the library will attempt to adapt and address those needs. For more information or to find out how

to create a similar service, call the DeForest Public Library, (608) 846-5482.

Community Collaborations for Children: The School Readiness Project

by Gay Eastman

The School Readiness Project (SRP) helps Wisconsin communities provide optimal environments for the growth and development of their young children, prenatal through the early school years. Using school readiness as a focal point, the SRP aims to motivate each community to change in ways that will better support and promote the development of its young children; create linkages between people and organizations across the community through joint involvement and action; and help communities discover, and then focus their efforts on, the most strategic areas and methods of intervention.

Each community project begins with the creation of a diverse task force including parents and local representatives of health care, early education and child care, elementary education, family support services, business, religion, and government. The County Extension Family Living educator initiates and facilitates the work of the committees. The School Readiness Committee conducts a community assessment, investigating how successfully the local area provides a positive environment for young children and their families in the key areas of health, parenting and family support services, and early education and child care. Parents are also surveyed about their service and program needs.

After completing the assessment, the task force selects particular concerns in each key area and identifies and implements specific, positive ways to address them. There are currently community projects in Watertown, Merrill, and West Allis/West Milwaukee and new ones coming in Menominee, Grant, Kenosha, Monroe, and Juneau counties. For more information, phone Gay Eastman, (608) 262-1115.

VSA WIS Arts in Early Childhood Training Project

by Jennifer Ohman-Rodriguez

In the fall of 1997, Very Special Arts Wisconsin (VSA WIS) started a new program specifically designed for child care centers. VSA WIS, with the help of Wisconsin's Child Care Resource & Referral Network, pinpointed ten centers in six counties committed to including children with special needs in their programs. The goals of the project are as follows:

- To provide young children, regardless of their capabilities, with developmentally appropriate creative arts activities that aid in their total development.
- To promote inclusive environments for all children.
- To further expand and develop the child care professional's knowledge in the area of disabilities and the adapted arts.
- To support the efforts of child care facilities to serve children with special needs.

In order to fulfill these goals, each selected child care center receives:

- Up to ten hours in teacher training
- Up to ten visits by a visiting artist
- Up to \$500 in adaptive and art-related equipment
- VSA WIS Resource Guides and Training Materials

The mission of Very Special Arts Wisconsin is to expand the capabilities, confidence, and quality of life for children and adults with disabilities by providing programs in dance, drama, creative writing, music, and visual art. It is accredited by VSA, an international organization and affiliate of the John F. Kennedy Center for the Performing Arts.

Past participating centers include The Little Red Preschool, Middleton, and Common Paths Child Care, Green Bay. In the fall of 1998, new sites are being selected. To learn more about The Arts in Early Childhood Training Project, please contact Amy Nelson, (920) 954-6450.

Bright Beginnings and Family-Community-School Partnership

The mission of this endeavor by the Department of Public Instruction (DPI) is to work with communities to ensure learner success and stronger communities. The DPI especially wants all children to have a quality childhood so that they can become joyful, lifelong learners; active contributors to healthy communities; and productive members of society. DPI promotes lifelong learning because individuals who value and experience joy in learning and have learned how to learn, think, and problem solve are fulfilled and contribute to and benefit from the intergenerational transmission of culture.

A number of concrete programs are in place. One of them is the creation of "family rooms" at schools or appropriate sites nearby. These rooms are to be serviced by a VISTA volunteer trained to help parents and families find answers to their practical and educational needs by linking them to people and help within their own community. It is to be a place to drop-in and socialize, collect information, and contribute ideas-like the old country store! For more information on this and other projects families can participate in, call Jane Grinde, (608) 266-9356, or check the website: <http://www.dpi.state.wi.us/dpi/dlcl/bbfscsp/>

BadgerLink

A marvelous information resource is at your fingertips! By typing in a few key words on a computer, you can access in a few seconds articles from more than 40 newspapers and 4,000 magazines. In addition, the WISCAT database provides information about six million titles held by Wisconsin libraries.

The DPI Division of Libraries and Community Learning (DCCL) sponsors **BadgerLink**, and CCIC staff can use it to provide information services to child care centers. Child care center staff and parents with access to Internet services, through Wisconsin-based Internet Service

Providers registered with DCCL, can also use this service. A list of registered Internet Service Providers is listed on the BadgerLink Web Page (<http://www.dpi.state.wi.us/badgerlink/>). You can access magazines, newspapers and other sources directly from the BadgerLink home

page. If your service provider is not listed, contact Reference and Loan Library staff member, Todd Van Ells, at (608) 224-5389. BadgerLink services are also available from most local public, school, and academic libraries in Wisconsin.

New Audiovisual Resource Update

CCIC purchased many new videos over the past two years. Call now for the AV-update to see what's been added. If you don't already have the original 1996 AV list, ask for that, too. You will need both to have a complete listing of adult materials. There is a separate list for children's audiovisual materials.

As always, we offer an updated calendar of training events, conferences, afternoon/evening and correspondence courses that are available both statewide and locally. To have your event listed, please call as soon as you know the date, topic, sponsor, place, and contact person. We will be happy to include both non-credit and credit events.

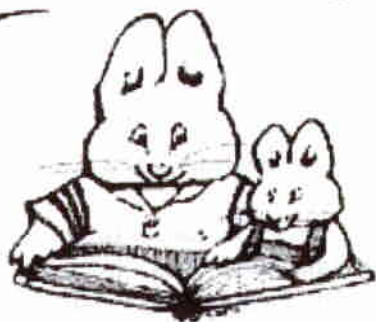
In summary, you can order:

AV-Update

1996 AV List

Children's AV List

Education and Training Events Calendar



**Do You Have a
Reading Buddy?
I DO!**



Articles to Keep

By Lita Haddal, CCIC Child Care Specialist



Reading Aloud

1. "The Fine Art of Reading Aloud." Beverly Goldfield. *Beginnings*, Winter, 1984. How the routine of reading aloud with babies and then toddlers evolves and changes. Examples of adult/child exchanges during reading.
2. "Giving Mrs. Jones a Hand: Making Group Storytime More Pleasurable and Meaningful for Young Children." Alice Conlon. *Young Children*, March, 1992. Group reading in preschool settings must be developmentally appropriate if all are to enjoy the experience. Choosing the right book is crucial to success.
3. "Making Reading Magical." Ellen Booth Church. *Scholastic Pre-K Today*, Jan., 1993. Making the physical setting for storytime a special place can add excitement to the event. Choosing dramatic stories that can be punctuated with gestures and expressions will ensure children's undivided attention.
4. "Read to Me, Please!" Sharon L. Phillips. *Family Day Caring*, Sept.-Oct., 1990. Before children can read, they have already picked up on a multitude of cues and reading routines that lead them to the understanding that print makes sense. Good ideas for building the desire to read.
5. "Starting With Stories: Building a Sense of Community." Linda Torgerson. *Child Care Information Exchange*, May, 1996. Reading aloud to preschoolers at circle time involves them in a common language experience that adds to the vocabulary used by the group. When it is incorporated into the language used otherwise in the classroom, the group builds a sense of belonging to each other. This happens in families, too.
6. "Three-Year-Olds in Their Reading Corner." Jeannine Miller. *Young Children*, Nov., 1990. Reading to large groups of children is often less

effective than reading to small, cozy groups. Also covers the **pros** and cons of group reading, teacherless reading opportunities in the center, and why reading must be "comforting" for three-year-olds.

7. "What's Your Word?" Elizabeth A. Hasson. *Day Care and Early Education*, Spring, 1985. When reading aloud, leaving out a meaningful word at the end of a phrase allows the child to participate in reading when he supplies the word. This article describes which words are to be deleted and why.

8. "Whole Group Story Reading?" Deborah L. Wolter. *Young Children*, Nov., 1992. This article lists points to consider for reading to school-age and preschool groups: the selection of material that is culturally diverse and appropriate, the presentation, the audience, and the setting.

Storytelling

9. "Flapper Turns Five." Ben Mardell. *Day Care and Early Education*, Summer, 1994. When children tell stories, they reveal thoughts and feelings that may be important information to which caregivers need to pay attention.
10. "Sharing Stories." Susan Canizares. *Scholastic Early Childhood Today*, Nov.-Dec., 1997. The brain functions narratively. It is easier to remember information received in story form. This collection of articles explores the power and purpose of stories, sharing experiences and making sense of experiences. Ideas for many ways to tell a story; storyboards, round robins, dances, masks, puppets, and more.
11. "Tell Me a Story!" Elizabeth Brewster Medina. *Baby Talk*, June, 1988. How does an adult turn a family memory into a story to tell children? Some people learn by first telling a fairy or folktale. Includes suggestions for how to add dramatic effects.

Speaking

12. "Children Need Rich Language Experiences." Elizabeth Jones. *Child Care Information Exchange*, Nov., 1995. How adults communicate with children and provide opportunities for participation that widen the range of language use. An excellent list for self-reflection and staff guidance on language use.
13. "Communication Delay and Literacy." Judith C. Miller. *Day Care and Early Education*, Fall, 1994. The author challenges the traditional view of literacy being dependent on first having a foundation in oral language and attaining certain readiness skills. The view that reading, writing, and oral language develop side-by-side beginning in infancy is called emergent literacy. Children are active in constructing their own literacy through their experiences and interactions with their environments. Children therefore need not only speech therapy when they experience delays, but also "print therapy." Examples of two children with strong speech disabilities whose therapy became holistic rather than focused on remediating deficits.
14. "Develop Language with Families and Friends." Karen Stephens. *First Teacher*, Nov.-Dec., 1997. Basic activity ideas for home or classroom that engage children in listening, speaking, reading, and writing.
15. "The Sounds of Language." William H. Teale. *Scholastic Early Childhood Today*, April, 1995. Phonemes are the sounds that make up words. Recognition is critical to emergent literacy skill for children. This article deals with how the relationship of sounds and letters should be handled in the early childhood classroom. Includes activities for developing phonemic awareness.
16. "Toddlers Talking." Penelope Leach. *Child*, Nov., 1997. Toddlers follow some typical timetables for learning to talk. Talking should happen without pressure when the surroundings are filled with reciprocal language. Includes tips for helping speech along and warnings of what can hurt it.

17. "Toddler Time: Envelope of Language." Jeannine Perez. *First Teacher*, July-Aug., 1991. What constitutes "meaningful" language? Includes some simple methods and examples of creating conversations that wrap around children and their daily activities.

Listening

18. "Are You Listening?" Jane Saul and Betsy Saul. *Texas Child Care*, Spring, 1998. Listening is not the same as hearing and does not develop automatically. "Learning to listen is a prerequisite to listening to learn." How to get children's attention and keep it.
19. "Children as Communicators." Nancy Roser. *Scholastic Early Childhood Today*, Aug.-Sept. 1994. Concrete ways for centers to provide opportunities for children to practice communicating with each other.
20. "How to Listen to Children with Your Eyes and Heart." Rachel Nolen. *Texas Child Care*, Spring, 1993. Good listening in adults requires changing typical listening habits. Instead of evaluating, advising, interpreting, and probing, adults need to listen quietly, acknowledge feelings with few words, and help name the child's feelings. Also, when not to listen and some exercises in checking listening skills.
21. "Parents, Teachers, and Learning: Fostering Communication Skills in Children." Richard West and Robert Mild. *Day Care and Early Education*, Summer, 1994. Helping children learn to develop listening skills and alertness to what goes on around them is important; experiences before and outside the classroom have enormous influence on their learning success. Includes suggestions for "learning by doing" experiences.

Writing

22. "1-2-3: Sharing and Writing Counting Books." Gerry Bohning. *Day Care and Early Education*, Fall, 1993. Books that invite participation, like counting items in the picture and asking the child to point, are the best for little

readers. Children can later revisit the books to repeat the exercise on their own. Suggestions for making your own counting books.

23. "Becoming Readers and Writers." Nancy Morse. *Family Day Care Connections*, Vol. 3, Issue 5, 1991. This article explains what "emergent literacy" is in an easy-to-understand way. A short description of the types of books liked by 2's, 3's, and 4's, whose changing stages create changing tastes. Makes a good parent-take-home page.

24. "Family and Cultural Context: A Writing Breakthrough?" Susan Evans Akaran and Marjory Vannoy Fields. *Young Children*, May, 1997. The story of an Alaskan kindergarten teacher's discovery of the importance of the subject matter making sense to children before reading, writing, and storytelling can take place.

25. "From Scribbling to Writing: Smoothing the Way." Lynda Fender Hayes. *Young Children*, March, 1990. Some teaching strategies and classroom activities teachers can use that will enhance children's natural development of writing.

26. "Help Your Child Develop Writing Skills." Lisa Feeney. *Scholastic Pre-K Today*, Jan., 1993. Parent-take-home page for parents of preschoolers (in English and Spanish).

27. "How Can Parents Help Promote Writing?" Families in Education, Wisconsin Department of Public Instruction. A parent-take-home page for parents of school-age children.

28. "How Kids Learn to Write." Judith A. Schickedanz. *Parents*, Sept., 1992. How to make words is one of the literacy problems children have to solve as their writing skills emerge. Strategies for helping emergent writers, ages two to six, and a reminder that working on spelling correction doesn't enter the picture until about third grade.

29. "How Kids Write." Susan Fleming. *Parents*, Oct., 1986. Preschool teachers, child-care providers, and kindergarten teachers do not need to drill children in writing, perhaps crushing

fervor for writing in the process. To make the stage of developing writing as rich as possible, adults need to know what helps.

30. "I Can Write!" Elizabeth Sulzby. *Scholastic Pre-K Today*, Jan., 1993. Encouraging writers requires adults to take a playful, exploratory approach, allowing children to discover and organize their understandings of letters and words as they go. Tips for how to take dictation from a child, how to introduce the alphabet without "teaching" it, fostering writing among children with special needs, and ways to incorporate books and early literacy experiences into each play area in the center. Excellent grid outlining children's patterns of literacy development and how adults can help at each stage.

31. "My Child Isn't Writing." Adele M. Brodlin. *Scholastic Parent & Child*, Spring, 1995. Children develop different skills at different rates; not all children are interested in paper and pencil play. Parents and caregivers should look at the overall use of language when assessing a child's progress toward writing and share their knowledge of the child with each other.

32. "On Raising Kids." Sylvia B. Rimm. *Dane County KIDS*, Oct., 1997. What if a school-age child hates writing? Learning to write faster may change a child's attitude.

33. "Readiness for Handwriting." Janice Wood. *Texas Child Care Quarterly*, Fall, 1986. **Hand dominance and fine motor control are things that develop as a child grows.** Knowing when to expect physical readiness for writing is important for caregivers and parents (in English and Spanish).

34. "The Write Way to Discipline." Nancy Samalin and Donna Brown Hogarty. *Parents*, 1994. Instead of nagging children, writing a note may get better results and spawn creative expressions.

35. "Writing: Magic and Power in the Preschool Years." Joy Mermin. *Day Care and Early Education*, Fall, 1993. Nothing is so exciting to the emerging writer as writing one's own name.

This is motivation to start writing and other steps toward independence through language follow. Examples of children's writing which demonstrate different writing stages are shown.

Pictures/Illustrations

36. "Book Design Elements: Integrating the Whole." Jeanne McLain Harms and Lucille J. Lettow. *Childhood Education*, Fall, 1998. Why is a book design important and how does it extend the message of the text? This article identifies the specific parts of books, (for example, end papers, borders, blank leaves) and refers to titles and illustrators who depict them clearly. Activity suggestions for older school age children.

37. "Illustratorship: A Key Facet of Whole Language Instruction." Linda Leonard Lamme. *Childhood Education*, Winter, 1989. Young readers select books by the pictures. Adults can build on this by discussing the story revealed in the picture and what the artist's intent was. Discussing the elements of design and book components is a natural progression toward children creating their own illustrated writings, critiquing others', and even publishing.

38. "Peter Rabbit Hops Into the Twenty-First Century." Melanie K. Jensen and Virginia P. Green. *Day Care and Early Education*, Summer, 1994. Letting children get to know about the author or illustrator of a favorite book inspires them to want to read more books by that same person. Planning a variety of activities around the life of the author/illustrator and the characters created by his/her work can include reluctant readers in activities that suit their learning styles. In this case, planting a garden was appropriate to learning about Beatrix Potter's choice of characters like Peter Rabbit.

39. "Pictorial Literacy Activities for Young Children with Disabilities." Gerard Giordano and Sheela Stuart. *Day Care and Early Education*, Spring, 1994. All children in our care do not have the potential to become fully literate. But literacy activities still need to take place for them with the goal of communication in mind.

Learning to read pictures, important to all children, is an alternative pre-reading program for children with disabilities.

More Than Just Reading

40. "Beds and Books for Children." Mary Navarre. *Day Care and Early Education*, Summer, 1994. Homeless children have a special need for books, drawing comfort from them and seeking higher ground emotionally. The author's log of interactions with two three-year-olds in a homeless center shows how they were transformed by being read to. In a hopeless, chaotic existence, books provided a harbor of sense and safety.

41. "Childhood Stressors: Book Therapy Can Help." Arlene M. Fulton and Mona Lane. *Texas Child Care*, Spring, 1992. Book therapy means reading to a child about how someone has dealt successfully with a stressful situation similar to his/her own. Some signs of stress in children are provided.

42. "Humor Development in Children." Alice Sterling Honig. *Young Children*, May, 1988. A great motivator to children is humor. Understanding how a sense of humor develops and at what ages one can expect types of humor to be understood helps in selecting appropriate reading matter.

43. "Is Everyone Included? Using Children's Literature to Facilitate the Understanding of Disabilities." Joan K Blaska and Evelyn C. Lynch. *Young Children*, March, 1998. Identifying with disabled lead characters in books influences future attitudes.

44. "Learning Language and Some Initial Literacy Skills through Social Interactions." Lynn M. Moore. *Young Children*, March, 1998. Reading with buddies creates a climate of support that helps children's language understanding in several ways besides practicing reading.

45. "Poetry: Tool of the Classroom Magician." Janice Hayes Andrews. *Young Children*, May, 1988. Exposure to a variety of literature, includ-

ing poetry, raises children's level of general language development. Rhythm, drama, rhyme, surprise, and humor are all some of the characteristics of poetry that appeal to children and prompt them to want to listen and participate in reading and language activities. The author uses 12 poems to demonstrate the educational benefits of poetry.

46. "Talk, Read, Joke, Make Friends: Language Power for Children." Alice Sterling Honig. *Day Care and Early Education*, Summer, 1989. Twenty tips for caregivers on stimulating language development by finding pleasure and power in its use.

47. "Teaching Children to Care: The Literature Approach." Marilyn E. Mecca. *Early Childhood News*, Sept.-Oct., 1998. "One approach for cultivating emotional intelligence and increasing caring behaviors in children is through the use of stories." The author considers how to select a story, what size group is most effective, how to prepare before reading the story, and what types of child participation can be encouraged.

48. "Young Children, Questions and Nonfiction Books." Joan Scanlon McMath, Margaret A. King, and William Earl Smith. *Early Childhood Education Journal*, Vol. 26, No. 1, 1998. Children are naturally inquisitive. Adults can nurture that curiosity and help build good learning habits by introducing children to informational books when they are motivated to read to find the answers to their questions.

Infants and Toddlers

49. "Activity: Reading to Baby." *Parenting the First Year*, Months 8-9. UW-Extension. In simple, sensible language, we are reminded how easily we can read to babies. Makes an excellent parent-take-home page.

50. "Caring for the Little Ones: Using Books with Infants and Toddlers." Karen Miller. *Child Care Information Exchange*, July, 1998. Children learn language from experience, and books reinforce the learned vocabulary. Babies are initially fascinated with the mechanics of books,

holding them, turning pages, and sitting on your lap. Understanding this helps the reading caregiver be more perceptive in the timing and appropriateness of book choices as the child matures.

51. "Finger Plays Action Rhymes - for Infants and Toddlers." *Texas Child Care*, Summer, 1988. Besides soothing a fussy baby, songs and rhymes, finger plays, and stories begin a child's understanding of language as an entertainment vehicle. Many favorite finger plays in English and Spanish.

52. "Literacy Begins at Birth: What Caregivers Can Learn from Parents of Children Who Read Early." Kathy Barclay, Cecelia Benelli, and Ann Curtis. *Young Children*, May, 1995. These teachers share their lesson plans for building on what the home has done to give children a good start toward reading and writing independence.

53. "Nurturing Literacy with Infants and Toddlers in Group Settings." Cathleen S. Soundy. *Childhood Education*, Spring, 1997. Group centers must be especially attentive to the language and literacy program with infants and toddlers. Are there enough laps and one-on-one moments to go around? Are the caregivers responsive to the individual child's conversation, even though it appears to be babbling? Literacy must be a regular and integral part of all infant/toddler programs.

Preschoolers

54. "From The Portfolio and Its Use, Stages of Oral Language Development, Reading Development, and Written Language Development." Sharon MacDonald. *Southern Early Childhood Association*, 1996. Also a tool for assessing whether learner goals are being met for 13 different play and learning areas.

55. "Mister Rogers Parents' Page: Starting School." *Family Communications, Inc.*, 1998, <http://www.pbs.org/rogers/>. Mr. Rogers chats with children about what it will be like to go to school (for example, taking a bus or not having to know letters and numbers before starting

school). He discusses with parents the importance of reading with children and offers tips for specific preschool ages that will help parents select reading materials to match their children's interests. Mr. Rogers Website offers pages for parents and children on a variety of topics.

56. "Print and Reading: What Do Preschoolers Know?" Joan T. Feeley. *Day Care and Early Education*, Spring, 1984. Some children have no concept of what a letter is supposed to mean or are able to connect the picture with a sound. Adults need to recognize this very fundamental gap in understanding and help them make the connection before they feel too overwhelmed.

School-age Children

57. "6-to-10-Year-Olds: Elementary Years, Magazines Get Children Reading." Dianne Hales. *Working Mother*, Sept., 1991. One way of encouraging children to read is to give them a subscription to a children's magazine geared to a present interest or introducing a new interest. Suggested magazines and subscription information.

58. "Christopher Robin, Owl, Eeyore, and Nvnted Spelling." Pat Timberlake. *Young Children*, March, 1995. Invented, or nvnted, spelling is a sign of writing growth. Children who use their knowledge of sounds and letters to create writing that is not yet spelled correctly should be encouraged without criticism.

59. "Dad Clips, Kids Read!" Richard Holt. *Family Life*, July-Aug., 1994. A father stumbled on a technique for getting his school-age children interested in reading about current events. Leaving newspaper clippings on the kitchen table lured them into reading.

60. "Kids Eye View of Reading: Kindergartners Talk About Learning How to Read." Linda H. Edwards. *Childhood Education*, Spring, 1994. Children were surveyed on what helped them learn to read and what they do when they read. Their answers reinforced the teacher's philosophy of "whole language," language, and print all around the room and in all activities, *versus* a skills-driven, workbook-oriented classroom.

61. "Teaching Sam to Enjoy Reading." Laura Stone. *Young Children*, Jan., 1994. Unfortunately, reading problems are sometimes the result of uninspired teaching. Allowing freedom of choice in selecting reading materials motivates a child to read.

62. "The Tool You Need for Assessing Writing." Cynde Gregory. *Instructor*, Nov.-Dec., 1994. How to evaluate children's creative work more thoughtfully. A developmental writing scale of what to expect for the elementary grades.

63. "Use Your Thumbs to Make Letter Writing Fun." Lois Pelcarsky Reilly. *Instructor*, Aug., 1988. Making stationery is fun and so is printing, especially when the stamp is your thumb. School-age children, who like to doodle already, will take to this activity, which then becomes a lesson in letterwriting and the form a letter takes.

64. "When Smart Kids Can't Read." Ellen H. Parlapiano. *Child*, Dec., 1998-Jan., 1999. "Kids with reading disabilities often have average to above-average intelligence but have trouble because their minds process information differently." Dyslexia is a condition which causes readers to struggle to break the printed code. Breakthrough research may help. This article includes five warning signs and games to boost word power.

Home Participation

65. "Becoming Family Literacy Advocates in Early Childhood Programs." Deborah L. Wolter. *Early Childhood Education Journal*, Vol. 23, No.2, 1995. Child care providers need to learn more about how parents and children share literacy on a daily basis and see how they can help. Some parents may have low literacy skills and need support in confidential, nonjudgmental ways.

66. "Bringing Together Families & Books." Joan S. McMath. *Texas Child Care*, Summer, 1998. It has not always been a given that books were written and illustrated for children. The Newbery and Caldecot awards reward excellence in children's books. As an initial step in starting a read-aloud campaign, child care

providers can survey the parents in their program on reading habits in the home. Includes a survey questionnaire and a list of award-winning children's books to look for at your local library.

67. "A Lifelong Gift to Children: Fathers Involved in Learning." Randall L. Glysch. *Families in Education: Learning Together*, Spring, 1997. Research has shown that children with involved fathers generally have more school success than children without. Talking, playing, and reading with one's child are three points cited as promoting learning.

68. "Reading: Practical Ideas for Parents." Remarks by Governor George W. Bush, Jr. *Texas Parenting News*, Spring 1998. Easy-to-do interactions for parents and children that will help children as they learn to read and write (for example, identifying beginning and ending sounds in spoken words).

69. "Take Charge of Your Family TV Viewing." *Families in Education: Learning Together*, Fall, 1997. TV teaches. To assume control of what television is allowed to teach, follow the tips offered in this article. Examples: Don't allow children to "channel surf"; instead, plan for TV-viewing together and discuss what you see. Talk back to your TV; let children hear your views.

70. "TV May Be Inhibiting Children's Development." John Rosemond. *Charlotte Observer*, Dec. 9, 1991, and "TV Gets Lots of Blame for ADD." John Rosemond. *Knight-Ridder/Tribune Information Services*, 1997. Two articles by this family psychologist who hypothesizes that 5,000 hours of viewing flickering TV screens at 3-second intervals affects children's attention spans and their early brain development. That is the average American child's accumulated preschool television viewing time. The author maintains that children should not watch TV until they are literate, about age eight.

Group Centers

71. "Setting up Your Library and Writing Center." Ilene Rosen. *Scholastic Early Childhood Today*, Jan. 1994. A child care center needs

multiple areas for children to practice reading and writing. Whether quiet, soft areas or orderly office areas, spaces can be small without losing their effect, but lighting must be well-directed.

72. "Using Books in the Classroom." Barbara Backer. *Totline Magazine*, Jan.-Feb., 1997. Includes ten basic tips that would be especially useful to new preschool caregivers.

Community Helpers

73. "Starting a Family Center in Your School (and Making it Work!)" *Families in Education: Learning Together 2*. Family centers are appearing in many Wisconsin schools. Each community's family center has an individual flavor; this article explains what they can look like and how they might function.

74. "Wisconsin Libraries Make Communities a Learning Place." *Families in Education: Learning Together*, Spring, 1997. A report on how seven Wisconsin libraries created outreach programs to improve literacy in their communities. Great program ideas (for example, "library parties" at Head Start centers) to reproduce in your local library!

Activities

75. "Activity Plan: Ready-To-Use Teaching Ideas for Twos, Threes, Fours and Fives." *Scholastic Pre-K Today*, Jan., 1993. Eleven literacy skill-building ideas: Mailing Postcards, Scavenger Hunts, Friendship Books, Letter Collages, Chants, Rhymes & Songs, Playing with Environmental Print.

76. "Activity Plan Pullout: Tell Me a Story." Thirteen Ready-to-Use Activity Plans for Building Storytelling Skills in 2-6 year-olds. Family send-home page on puppets (in Spanish and English).

77. "Books in the Sand Box? Markers in the Blocks? Expanding the Child's World of Literacy." Jeanne Goldhaber, Marjorie Lipson, Susan Sortino, and Patricia Daniels. *Childhood Education*, Winter, 1996/97. When you think

you have done everything to provide children with reading and writing opportunities, think again.

78. "Cooking With Light Bulbs and Gadgets! The Process Way of Cooking." Donna McKenney. *Early Childhood News*, July-Aug., 1998. Reading recipes offer a fun opportunity to explore print and math, but too often a cooking experience for kids is a demonstration only. Participation is all important.

79. "Family-Fun Web Sites for Learning Together." *Families in Education: Learning Together*, Fall, 1997. Reading aloud for adults and children together has taken on new dimensions with computer use in homes, schools, and centers. This is a list of websites and a short description of what activities they offer.

80. "Hug-a-Book: A Program to Nurture a Young Child's Love of Books and Reading." Susan M. Gottschall. *Young Children*, May, 1995. Research correlates children's ease in learning to read in school with how often they are read to as very young children. So a group of Chicago teachers started a not-for-profit corporation designed to provide quality books and teacher assistance to neighborhoods where books are not household items.

81. "Literacy-Enriched Play Centers: Trying Them Out in the Real World." Marcia Rybczynski and Anne Troy. *Childhood Education*, Fall, 1995. Play centers can be enhanced with many props that will encourage reading and writing skills through dramatic play.

82. "Mission Impossible!" Judith Leipzig and Ellen Schecter. *Child*, Nov., 1997. "Doing errands is not a chore when you turn it into a fun learning experience for your preschooler." Make use of the printed words displayed around a store, and let children assist in the shopping process.

83. "Next Stop Kindergarten: Holiday Writing." Mary Beth Spann Minucci. *First Teacher*, Nov.-Dec., 1991. Holiday time offers many opportuni-

ties to practice writing...lists, gift tags, thank-you notes.

84. "No-Muss, No-Fuss Books." Ilana Manolson. *Scholastic Early Childhood Today*, Jan. 1994. Accordion books are good at any age. How to make them, variations to try, and simple bound books.

85. "Puzzles: Things to Make and Do." Lois J. Bakawa. Dec., 1974. Cooperative Extension Programs, UW-Extension. Eye-hand coordination is essential for writing. Besides exercising the memory, puzzles can teach simple concepts and familiarize children with shapes that are components of letters. How to select and make puzzles for preschoolers.

86. "Stick 'Em Up!" Betty J. Erickson. *First Teacher*, Jan.-Feb., 1992. This talented teacher shares excellent ideas for working with kids using refrigerators and a package of magnetic letters.

87. "Take My Order, Please..." Lester Laminack and Jane Perlmutter. *First Teacher*, July-Aug., 1991. In a dramatic play center, playwriting comes easily to children. Helping them to record the story, gather props, and present a performance is an early literacy experience.

88. "A Tip from a Teacher: The Writer's Briefcase." Louise Wroblewski. *Young Children*, March, 1990. A mobile capsule of writing materials that are lent out from the center is a great way to extend the reading-writing process that takes place in the group setting and to assure literacy interaction in the home.

89. "Using the Newspaper to Support Children's Emerging Literacy." June Rose Richie, Janet E. Foster, and John M. Johnston. *Day Care and Early Education*, Winter, 1991. Because a newspaper is printed material available in most homes and an example to most children of adults reading for a purpose, it is an ideal support for literacy development in early childhood classrooms. Examples of matching, sorting, and other word, letter, and design identification activities.



Books to Borrow

by Glenna Carter, CCIC Librarian

90. 1-2-3 Rhymes, Stories & Songs: Open-ended Language Experiences for Young Children. Jean Warren and Marion Hopping Ekberg. 1992. Open-ended language activities that help children imagine, solve problems, and create new ideas while practicing correct word usage and pronunciation without even knowing it. Great for story time, music time, and transition times or to use with just one child on your lap.

91. Before the Basics: Creating Conversations with Children. Bev Bos. 1983. A practical guide to using language, music, and movement activities which encourage participation and creativity, provide solid pre-reading language experiences, and offer young children a sense of wonder, a sense of humor, a sense of compassion, and a sense of optimism about life and living.

92. Books Are for Talking, Too!: A Sourcebook for Using Children's Literature in Speech & Language Remediation. Jane L. Gebers. 1990. This is a book to help speech-language pathologists and teachers of English as a second language select and use low-text picture books to promote interaction and conversation and build communication skills while reading. The manual is divided into three catalogs listing books for preschool and kindergarten, grades 1 to 5, and grades 6 to 12. Each book is listed with a brief synopsis plus suggested interest levels, goals, and methods for use.

93. Building Bridges with Multicultural Picture Books: For Children 3-5. Janice J. Beaty. 1996. Focusing on common bonds familiar to children around the world, this book presents over 300 picture books under such topics as "Getting Along with Other Children," "Making Music and Dance," "and Eating Fine Foods." Includes ideas for developing a multicultural curriculum, choosing books, and bringing book characters to life through puppets, dolls, drums, role-playing, and blocks.

94. The Child in the Family and the Community. 2nd ed. Janet Gonzalez-Mena. 1998. This excellent textbook about the socialization of young children is written in a very personal tone and emphasizes real-life experience, personal insight, and diversity. It is written for early childhood students and would be very useful for child care inservice training and parent education, too. Gonzalez-Mena says that parents rear their children to fit the world as they perceive it, and her book gives us much insight into each other's perceptions.

95. Children and Books I: African American Story Books and Activities for All Children. 2nd ed. Patricia Buerke Moll. 1994. Annotated bibliography of 86 of the best children's story books featuring Black children from America, England and Africa (for children ages 1 to 7). Includes suggestions for the presentation of each book and follow-up activities for use throughout the curriculum.

96. The Creative Curriculum for Infants & Toddlers. Amy Laura Dombro and others. 1997. A well-organized framework for planning and implementing infant and toddler programs in both centers and family child care homes. Emphasizes that relationships between caregivers and children and families are the focus of curriculum for very young children. Includes letters to families in English and Spanish and planning forms that help you pinpoint specific goals for working with children's families to promote a partnership and support children's learning. Includes a good chapter on "Enjoying Stories and Books."

97. Early Childhood Experiences in Language Arts: Emerging Literacy. 5th ed. Jeanne M. Machado. 1995. This teacher-training text gives an in-depth view of how language is acquired and how adults support its growth in children from infancy through preschool. Focuses on four language arts areas-listening, speaking, writing and reading-and gives planning suggestions, activity ideas, and teaching techniques such as scaffolding and webbing for each area. Includes patterns and scripts for flannel boards, puppets, games, and other activities.

98. **Emergent Literacy and Dramatic Play in Early Education.** Jane Ilene Davidson. 1996. The author observed children 18 months to eight years old to discover how to create an early childhood environment where play and literacy flourish and reinforce each other.

99. **En El Seno Del Hogar: Experiencias Familiares Para Desarrollar El Alfabetismo.** Merrily P. Hansen and Gloria Armstrong. 1993. Un programa que busca la participacion familiar por medio de cartas que los padres u otros familiares deben utilizar en casa con sus ninos de edad pre-escolar o de kindergarten.

100. **Everyday Matters: Activities for You and Your Child.** Washburn Child Guidance Center. 1997. Over 100 simple, easy-to-use, reproducible suggestions for everyday learning activities that parents and preschoolers enjoy doing together. The short, simple activities are written in clear language—both English and Spanish—and are grouped in five areas: discipline, self-esteem, language development, coordination development, and infant care.

101. **Felt Board Fingerplays.** Liz and Dick Wilmes. 1997. Over 50 fingerplays, each accompanied by full-size flannel board patterns and games and activity ideas to extend learning and play. Includes new ideas and old favorites, divided by seasons and indexed by themes and first lines.

102. **Generation to Generation: Realizing the Promise of Family Literacy.** Jack A. Brizius and Susan A. Foster. 1993. Sponsored by the National Center for Family Literacy, this book tells how to set up a community-based family literacy effort. It also covers family literacy's definition, history, and research and tells how to get involved at state and national as well as local levels.

103. **Growing Together: Communication Activities for Infants & Toddlers.** Monica Devine. 1990. This book gives the bigger picture into which reading to infants and toddlers should fit. In three parts—birth to 12 months, 12 to 24 months, and 24 to 36 months—it explains a baby's developmental steps and suggests communication activities a caregiver and baby can

do with everyday materials and routines. It emphasizes playful, unpressured interactions within an accepting, loving relationship.

104. **Keepers: Learning Activities for Families for Under a Dollar.** 1st ed. Janis D. Berg and Judith Ecker. 1995. The Keepers described in this book are 52 self-contained learning activity kits that make it easier for parents and caregivers to provide reading-readiness activities for their preschool children. Using the patterns and instructions given, the kits are put together by volunteers for under a dollar each, and they include all the ingredients to do a learning activity in science, social studies, math, or writing.

105. **Lapsit Services for the Very Young: A How-To-Do-It Manual.** Linda L. Ernst. 1995. Lapsit services are story times for infants (newborn to 24 months) and their parents. Because "the most important connection between literacy/literature and the child is a caring adult who will actively participate with the child in exploring the world of language," lapsit programs' goal is to educate and equip parents to carry on language and literacy activities at home with their children. This book tells how to set up such a service and gives many sample programs.

106. **Learning Letters Through All Five Senses: A Language Development Activity Book.** Lois McCue. 1983. In this book, the letters of the alphabet and their phonetic sounds are taught in a way that uses all of a child's senses. By including all the senses and letting children learn with their entire bodies, we increase the richness of their awareness not only of the alphabet but also of the world.

107. **Learning Opportunities beyond the School.** 2nd ed. Barbara Hatcher. 1997. This book advocates an holistic approach to education that involves planned cooperative links between a child's family and the formal and informal learning environments that exist in the community. Each chapter covers a different community learning resource—libraries, museums, zoos, service groups, and so forth—and tells how that setting interacts with others to strengthen children's fundamental knowledge, skills, and values.

108. **Looking In, Looking Out: Redefining Child Care and Early Education in a Diverse Society.** California Tomorrow. 1996. This thoughtful book explores the impact of caregivers on the social well-being and development of children of different racial, cultural, and linguistic backgrounds. It especially focuses on how adults can help children develop positive cultural and racial identities, respect for differences among people, and the ability to resist racism and prejudice.

109. **Makers: Family Literacy Activities Based on Children's Literature.** Janis D. Berg and Judith Ecker. 1996. The Makers in this book are 50 self-contained craft kits based on classic children's literature. Using the patterns and instructions given, volunteers inexpensively put together the kits to send home with parents of preschoolers. Prompts are included to help parents talk with their child about the story as they do the activity.

110. **Makers: Family Literacy Activities Based On Mother Goose Nursery Rhymes.** Judith A. Ecker and Janis D. Berg. 1996. The Makers in this book are 50 self-contained craft kits based on nursery rhymes and Mother Goose. Using the patterns and instructions given, volunteers inexpensively put together the kits to send home with parents of preschoolers. Nursery rhymes and prompts are included to help parents talk with their child about the nursery rhyme as they do the activity.

111. **Managing Library Outreach Programs: A How-To-Do-It Manual for Librarians.** Marcia Trotta. 1993. Examples of one library's efforts to bring books and reading to preschoolers and other children in doctor's offices, malls, day care centers, senior centers, hospitals, homework centers, and other sites. Although the book was written with librarians in mind, it gives very specific advice that any group could use for a literacy outreach project.

112. **Many Families, Many Literacies: An International Declaration of Principles.** Denny Taylor. 1997. Guidance on developing family literacy policies and practices that build on the strengths of families. Features a wide range of

stories and opinions from families participating in literacy programs, together with those of education experts and family literacy practitioners.

113. **The Multicolored Mirror: Cultural Substance in Literature for Children and Young Adults.** Merri V. Lindgren. 1991. Articles by multicultural educators, authors, illustrators, and publishers. Descriptions of outstanding multicultural books for children and resources for finding and evaluating such books for accuracy, authenticity, and cultural substance.

114. **Once Upon a Recipe: Delicious, Healthy Foods for Kids of All Ages.** Karen Greene. 1987. More than 50 delicious, healthy recipes with allusions to works of children's literature and cooking tips. Sample items: Babar's Carob French Toast, Shakespeare's Breakfast Sandwiches, Rumpelstiltskin's Pillow, and Bambi's Salad Bowl.

115. **The Parent Project: A Workshop Approach to Parent Involvement.** James Vopat. 1994. This book tells how the Parent Project in Milwaukee city schools uses workshops to involve parents in their children's learning, and it provides materials that will help you start and maintain a program of your own. Vopat describes 16 especially effective workshops in which parents do journaling, storytelling, reading, art, and home assignments involving the kids, and he includes wonderful examples of parents' writing. Workshop forms are in Spanish and English.

116. **Parents and Teachers as Partners: Issues and Challenges.** Robert E. Rockwell. 1996. This textbook takes a family-centered approach to parent involvement. It offers many techniques for verbal and written communication-working with families from diverse backgrounds or those who have children with special needs, organizing meetings and home visits, and developing community support systems-and it strives to let the reader know how and when to implement each technique. Includes checklists, forms, and samples.

117. **Playing With Print: Fostering Emergent Literacy.** Carol Ann Bloom. 1997. Describes a great variety of literacy-related *props and expe-*

riences teachers can provide to play with children ages three to seven.

118. **The Read-Aloud Handbook.** 4th ed. Jim Trelease. 1995. Reading aloud to a child is the single most important factor in raising a reader. This wonderful book is a giant treasury of great read-aloud books, a guide to recommended titles, from picture books to novels. It also gives lots of information about reading aloud and even has a chapter on controlling the abuse of television.

119. **Right at Home: Family Experiences for Building Literacy.** Merrily P. Hansen and Gloria Armstrong. 1993. A family involvement program in the form of letters to be used at home by parents of preschool or kindergarten-age children with activities designed to develop early literacy skills.

120. **Story Stretchers: Activities to Expand Children's Favorite Books.** Shirley C. Raines and Robert J. Canady. 1989. 450 ways to expand the impact and pleasure of 90 outstanding preschool picture books. The books are organized into 18 integrated thematic units, such as "Families," "Friends," and "Transportation." Then each book is "stretched" five ways with activities that heighten reading readiness, sharpen comprehension skills, and relate the book to learning areas such as art, music, and dramatic play.

121. **Story Stretchers for the Primary Grades: Activities to Expand Children's Favorite Books.** Shirley C. Raines and Robert J. Canady. 1992. 450 new teaching ideas based on 90 books popular with children in the primary grades. The books are arranged in 18 major curriculum units such as "Families," "Feelings," and "Animal Life." Then each book is "stretched" with activities in five of the following curriculum areas: art, library, cooking, construction, dramatics, games, math, music and movement, science and nature, special event, special project, and writing center.

122. **Super Story Telling: Creative Ideas Using Finger Plays, Flannel Board Stories, Pocket Stories, and Puppets With Young Children.** Carol E. Catron. 1986. Besides helping children master listening skills, extend verbal

language, and acquire sequencing skills, story telling opens up a magic realm of fantasy, feelings, and fun for young children. This book has finger plays, original stories, and classic folktales for a storyteller to use with young children. It includes reproducible flannel board, stick puppet, and pocket story patterns.

123. **Toddle On Over: Developing Infant & Toddler Literature Programs.** Robin Works Davis. 1998. Collection of 53 theme literature programs for caregivers, teachers, and librarians to use with children birth to three. Each program includes fingerplays, rhymes, music and songs, activities, patterns, and an annotated book list. Includes background information and good advice on infants, toddlers, and books.

124. **Tools of the Mind: The Vygotskian Approach to Early Childhood Education.** Elena Bodrova and Deborah J. Leong. 1996. A guide to the ideas of psychologist Lev Vygotsky. Like Piaget, he believed that children construct their own knowledge, but he placed much greater emphasis on culture and family, language, and the interaction of peers and adults. This book explains his theories and then offers ideas on how language and interaction help children move from what they already know to what they can learn with help.



Audiovisual Materials to Borrow

by Glenna Carter, CCIC librarian

125. **Food for Thought.** Minneapolis, MN: Health Partners, 1997. VHS, color, 14 min. When you read to infants and toddlers, you affect the physical development of their still-forming brains and this makes a big difference in their future intelligence. This tape shows that reading to young children is as important to developing their brains as nourishing food is for their bodies. Great tape for training infant/toddler caregivers and for parent meetings.

126. **Just Minutes of Your Time: Reading Aloud for a Lifetime.** By Gloria Waity and

Clark Thompson. Madison, WI: South Central Library System, 1989. VHS, color, 10 min. Parents from many social and economic groups are shown reading to their young children, and the lifelong benefits of being read to are stressed.

127. Leading Kids To Books. With Caroline Feller Bauer. Towson, MD: Library Video Network, 1997. VHS, color, 40 min. Librarian and storyteller Caroline Feller Bauer demonstrates many ways to get kids' attention, liven up storytime, and lead kids to books and reading using the very simplest of props. She shows how to use magic tricks, costumes, stick and hand puppets, and other props for visualizing stories.

128. Make a Difference: Talk About Books. Bloomington, IN: EDINFO Press, 1996. VHS, color, 17 min. + discussion guide. Adults can truly make a difference by sharing books with children. Sharing a book means reading a book together and then talking together about the child's reactions to it, or perhaps sharing thoughts about a book through writing or drawing. This video gives down-to-earth techniques for connecting with kids through books.

129. Once Upon a Time: Skills for Reading Aloud at Group Time. Linda Freedman and Rae Latham, producers. Portland, OR: Educational Productions, Inc., 1991. VHS, color, 33 min. + facilitator's guide + viewer's guide. Watch teachers who keep children hanging on every word, and learn how they do it.

130. Read to Me!: Sharing Books with Young Children. Linda Freedman and Rae Latham, producers. Portland, OR: Educational Productions, Inc., 1991. VHS, color, 25 min. + facilitator's guide + viewer's guide. This tape is a great way to convince parents and teachers of the importance of reading aloud to young children for a few minutes every day. Gives basic guidelines for making read-aloud time stimulating and fun, and shows how children who are read to will love books, develop important literacy skills, and be more successful when they go to school.

131. Reading Aloud (Parent Version). By Jim Trelease. Springfield, MA: Reading Tree Productions, 1993. VHS, color, 54 min. Jim Trelease says the single most important thing you can do

for kids outside of hugging them is to read aloud to them for 15 minutes a day. Reading aloud to children should start before birth and continue throughout the grades. In this tape, he gives lots of suggestions for why, what, when, where, and how parents and caregivers can read to kids.

132. Rusty and Rosy Nursery Songs and Rhymes. Sandy, UT: Waterford Institute, 1994. VHS, color, 37 min. This fun-to-watch tape of whole language instruction for children two to six uses 26 nursery rhymes together with music and animation to teach the letters of the alphabet and help children build vocabulary and learn print concepts from seeing words highlighted as they are spoken and sung. Features Rusty and Rosy Raccoon.

133. Rusty and Rosy's ABC's and Such. Sandy, UT: Waterford Institute, 1994. VHS, color, 35 min. Each alphabet letter is formed in colorful computer animations and accompanied by classical music selections. The familiar ABC song is played in 10 arrangements from classical to rap. Enjoyable phonics instruction for children two to six.

Ideas

Story Sequencing Puzzles

Cut comic strips from the newspaper. Glue to pieces of cardboard. Separate the scenes. Allow children to arrange them in the proper sequence. For older children, use a whole Sunday comic page. Glue it to tagboard. Cut it in a variety of shapes across the different strips. Vary the number and size of pieces according to the children's ability. Start with less and larger and progress to more and smaller.

Reading the Weather

Have children find the weather report in the newspaper. Even very young children are able to interpret the picture symbols. Have older children read aloud the symbols for degrees and percentages. Cut similar weather symbols from construction paper, glue them to cardboard and then glue a short magnetic strip to the back of that. **Let the children create their own weather forecasts on the refrigerator.**

Selecting Books for Your Bunny

Wouldn't it be nice if someone would just give you a list-when your child is two, read these books; when your child is three, read these...? If you've been looking for the perfect literacy development recipe, stop searching! No such prescription is possible.

While there is information about the expected sequence of child development, it is also well established that no two children are exactly alike. Every child develops in a unique and highly individualized way. Among early childhood educators, the prevailing philosophy is that we must pay attention to what we know about how children develop as well as what we learn about the individual needs and interests of the specific child. This approach to early childhood education is known as developmentally appropriate practice.

While it is impossible to develop the perfect, age-specific reading list, there are certain book characteristics to look for as you select materials to read to your developing child.

Infants

- Simple and repetitive songs and poems
- Classic nursery rhymes
- Hand and finger games
- Sturdy books made from cloth, cardboard, and plastic that the child can handle and chew on
- Old magazines and catalogs to examine and tear

Toddlers

- Books about daily life and the toddler's world
- Simple, predictable plots with repetitive phrases
- Books that invite chatting, chanting, humming, and dancing
- Illustrations that include objects the toddler can identify—"point and say books"

Preschoolers

- Traditional folktales, fairytales, and fables
- Wordless picture books that allow preschoolers to develop their own stories

- Books about first experiences, achievement, and problem solving
- Increasingly complex plot lines
- Easy-to-read books with controlled vocabularies

And remember...

It is the language and social interaction that surround the reading, not just the words and pictures of the book itself, that foster literacy development. So, have fun with books! Re-read old favorites again and again. Share a wide variety of books with your child — storybooks, concept books, information books, poetry books, and books about people like you and about people who are different.

READ! READ! READ! Just 20 minutes a day can make all the difference in your child's life!

Tips for Reading to "Your Bunny"

- Read to your baby: rhymes like "Mary Had a Little Lamb," a birthday card, the cereal box, or a newspaper story you are reading. It's the sounds that are important.
- Introduce simple pictures and stories as the baby grows. Shapes, colors, and sounds will delight.
- Visit the library often. Let the children get their own library cards and select their own books.
- Make a special time for reading aloud: after dinner, before bed . . . anytime, anywhere, anyplace.
- Try lots of books. There's a book for everyone.
- Read more about people, places, and things you see on television.
- Have older children read aloud while you do household chores.
- Keep plenty of reading materials around the house. Put children's books on low shelves.
- Let children see you read. Talk about what you read.
- Give books as gifts. Let children know you think books are special and reading is important.

Prepared by the Texas Library Association Children's Round Table and the Texas State Library and Archives Commission.

Next Issue: Infants & Toddlers! New Brain Research!

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